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AUTHOR Smith, Norman D.
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ABSTRACT

A study was conducted in the San Bernardino Community College District to discover why some students who were enrolled in the spring 1984 semester did not reenroll in the fall 1984 semester; and to determine to what extent the new enrollment fee affected students' ability to enroll. A sample of 1,011 students was randomly selected from the target population of 9,219 students of San Bernardino Valley College and Crafton Hills College who were enrolled in the spring 1984 semester, did not graduate, and did not reenroll in the fall 1984 semester. Based on responses from 416 of the former students, study findings revealed: (1) the most important reasons for not enrolling in the colleges in fall 1984 were job-related issues, including obtaining a job (12%), changing jobs (8%), and time conflicts with work (35%); (2) 31% of the spring 1984 students did not reenroll due to fee/financial reasons, including 22% who could not afford the enrollment fee; (3) 30% of the respondents failed to enroll for class schedule reasons and 20% for personal reasons; and (4) the most important reasons for enrolling in the colleges were to take occasional courses of special interest (22%), to earn a degree and transfer to a four-year college (20%), to earn transfer units (12%), or to learn skills to improve in the current job (12%). The study includes selected comments. The survey instrument is appended. (HB)

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WHY STUDENTS DON'T RETURN:
A SURVEY OF NONRETURNING STUDENTS
IN THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
SPRING, 1984 TO FALL, 1984

SAN BERNARDINO VALLEY COLLEGE
CRAFTON HILLS COLLEGE

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DIRECTOR,
PLANNING/RESEARCH

May, 1985

Office of Planning and Research
San Bernardino Community College District
631 South Mt. Vernon Avenue
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INTRODUCTION

In January, 1985, the California Postsecondary Education Commission released a report on community college enrollment decline. Parts of that report are summarized here as background information to the present study.

California's community colleges experienced substantial enrollment declines in the Fall semester, 1983, and Fall semester, 1984. Events prior to that time may have contributed to the decline. After the passage of Proposition Thirteen in 1978, a series of events--deteriorating economies, inflation, funding reductions and eroding support per ADA--combined to reduce statewide community college enrollments by 70,000 students. This 4.9 percent enrollment loss occurred almost entirely among older, part-time students enrolled for fewer than six units.

As the Fall semester, 1983 approached the Governor vetoed \$124.6 million in funding for inflation, equalization, and enrollment growth. In addition nearly \$105.8 million was cut from apportionment to place the community colleges 7.5 percent below the 1982-83 base budget level. As a result of the struggle over tuition and other uncertainties classes and course sections were reduced. Overall, total headcount enrollment dropped by nearly 114,000 students, 8.4 percent. Credit enrollment fell the most--by 8.8 percent.

Among students enrolled for credit, part-time enrollment dropped more rapidly than did full-time--9.5 percent, compared to 6.8 percent. The greatest absolute and relative losses occurred among those part-time students who took a single course or less than six units.

There were 29,637 fewer 18-19-year olds enrolled than in Fall, 1982, a decline of 11.1 percent. Among full-time credit students, 49 percent of the enrollment loss involved males under 20 years of age. Among part-time

students the greatest losses occurred in the age group 18-19, and in the group of students who were 40 years of age or older.

Among the 18 to 24-year olds, the losses primarily involved Black, Hispanic, and White students of both sexes, but among older part-time students, over 80 percent of the losses involved Whites and over 80 percent of those were women.

Fall, 1983, enrollment losses involved nearly the same number of men and women, but the relative losses among men were greater--9.2 percent, compared to 7.7 percent. Among full-time students men's losses exceeded women's in both absolute and relative terms.

Five of the six ethnic groups experienced a decline; only Asian students increased their enrollment--by 9.5 percent. American Indian enrollment dropped by 18.2 percent; Hispanics fell by 13.5 percent; Whites dropped by 9.4 percent; Blacks declined 9.2 percent.

The following are suggested as factors which may have affected the decline: (1) budget reductions; (2) uncertainties about future funding levels; (3) the way community colleges cut their courses; (4) priorities established in registration; (5) changes in postsecondary participation rates and college choices among first-time freshmen; (6) district reserve funds; (7) the upturn in the economy.

Between 1982 and 1983 the number of California high school graduates declined only 1.4 percent in contrast to the 8.4 percent drop in community college enrollments. In Fall, 1982, 42.8 percent of California's 1981-82 high school graduates enrolled in a community college, but only 37.5 percent did so in Fall, 1983. Available data suggest that the majority of recent high school graduates who did not attend a community

college in the Fall semester, 1983, failed to attend any other school, college, or university.

THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Enrollment in the San Bernardino Community College District reached its peak in 1981, at 20,293 students. Enrollment declined each year from 1981 through 1984--Fall, 1981 to Fall, 1982, 2.8 percent; Fall, 1982 to Fall, 1983, 20 percent; Fall, 1983 to Fall, 1984, 8.1 percent--for a total decline of 29 percent. The largest percentage losses occurred in evening students, 34 percent; Black students, 32 percent; part-time students, 31 percent; and White students, 30 percent. Asian enrollment increased by 11 percent.

TABLE 1
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
ENROLLMENT COMPARISONS, 1981-1984

	1981		1984		% Change
Enrollment	20,292		14,475		-29%
Male	9,341	46%	6,586	46%	-29%
Female	10,951	54%	7,636	53%	-30%
Full-time	4,588	23%	3,637	25%	-10%
Part-time	15,699	77%	10,824	75%	-31%
Day	7,018	35%	5,841	40%	-17%
Day/Evening	3,173	16%	2,213	15%	-30%
Evening	9,776	48%	6,408	44%	-34%
American Indian/Alaskan	393	1.9%	338	2.3%	-14%
Asian	541	2.6%	610	4.2%	+11%
Black	1,967	9.6%	1,347	9.3%	-32%
Filipino	95	.5%	85	.6%	-11%
Hispanic	3,056	15.1%	2,345	16.2%	-23%
White	12,761	62.9%	8,881	61.3%	-30%
Other/Unknown	1,480	7.2%	869	6.0%	-41%
Veterans	1,524		819		-46%

PURPOSE OF THE STUDY

In order to gain some insight into the reasons for decline in enrollment this study was formulated to (1) discover why some students who were enrolled in the Spring semester, 1984, did not reenroll in the Fall semester, 1984; and, (2) determine to what extent, if any, the new enrollment fee affected a student's ability to enroll.

THE POPULATION

The population for study is defined as those students of San Bernardino Valley College and Crafton Hills College who were (1) enrolled in the Spring semester, 1984; (2) did not graduate; and, (3) did not reenroll in the Fall semester, 1984. That population consists of 9,219 students.

The target population of 9,219 students represents 60.49 percent of the total Spring, 1984 enrollment of 15,240. Table 2 compares the Spring, 1984, enrollment with the population. The characteristics of the population parallel those of the total enrollment by ± 2 percent in all areas except "Units Completed," "Financial Aid Recipients," and "Full-time/Part-time Students." Part-time students and students who had completed less than 15 units exceeded their percentage in the Spring enrollment by 7 percent and 11 percent respectively. Financial Aid Recipients were under-represented in the nonreturning group by 2.38 percent. This information is presented in Table 2.

THE SAMPLE

A sample of 1011 students was randomly selected for study. A sample size of 400 was considered adequate to set tolerance and confidence limits

TABLE 2
STUDENT CHARACTERISTICS
SPRING, 1984 ENROLLMENT/NONRETURNING STUDENTS

	Spring, 84 Enrollment %	Target Population %	% Difference
Gender			
Male	49.08	50.10	+1.02
Female	50.92	49.90	-1.02
Ethnicity			
American Indian/Alaskan	2.27	2.26	- .01
Asian	3.80	3.11	- .69
Black	10.03	10.08	+ .05
Filipino	.59	.53	- .06
Hispanic	16.59	16.02	- .57
White	61.69	62.72	+1.03
Other/Unknown	5.05	5.08	+ .03
Age			
17-19	4.01	4.49	+ .48
20-29	51.54	50.02	-1.52
30-39	24.66	25.02	+ .36
40-49	11.67	12.09	+ .42
50-59	5.12	5.25	+ .13
60+	2.99	3.12	+ .13
Units Completed			
0	16.08	23.87	+7.79
1-15	46.15	49.11	+2.96
16-30	19.01	13.54	-5.47
31-45	8.85	6.65	-3.20
46-60	5.28	3.70	-1.58
60+	3.63	3.13	- .50
Financial Aid Recipient	14.38	12.00	-2.38
Enrollment Status			
Full-time	22.86	15.95	-6.91
Part-time	77.14	84.05	+6.91

at ± 5 percent at the 95 percent confidence level. The sample size was increased to allow for some subgroup analysis in the various categories and to allow for postal delivery problems. The characteristics of the sample as compared with the target population are listed in Table 3.

TABLE 3

STUDENT CHARACTERISTICS
THE TARGET POPULATION/THE SAMPLE

	Population	Sample	Difference	SBVC	CHC
Number of Students	9219	1011		707	304
Gender					
Male	50.10%	51.24%	+1.14%	53.18%	46.71%
Female	49.90%	48.76%	-1.14%	46.82%	53.29%
Ethnicity					
American Indian/Alaskan	2.26%	2.18%	- .08	2.12%	2.30%
Asian	3.11%	1.88%	-1.23%	2.40%	.66%
Black	10.08%	9.69%	- .39%	12.31%	3.62%
Filipino	.53%	.49%	- .04%	.71%	0
Hispanic	16.02%	15.43%	- .59%	17.68%	10.20%
White	62.72%	66.07%	+3.35%	17.68%	10.20%
Other/Unknown	5.08%	4.25%	- .83%	3.82%	5.26%
Age					
17-19	4.49%	11.87%	+7.38%	10.89%	14.14%
20-29	50.02%	47.38%	-2.64%	47.52%	47.04%
30-39	25.02%	23.64%	-1.38%	25.04%	20.39%
40-49	12.09%	9.59%	-2.50%	9.19%	10.53%
50-59	5.25%	4.75%	- .50%	4.81%	4.61%
60+	3.12%	2.77%	- .35%	2.55%	3.29%
Units Completed					
0	23.87%	22.35%	-1.52%	22.91%	21.05%
1-15	49.11%	50.05%	+ .94%	47.67%	55.60%
16-30	13.54%	13.65%	+ .11%	13.86%	13.16%
31-45	6.65%	6.92%	+ .27%	7.21%	6.25%
46-60	3.70%	3.86%	+ .16%	4.53%	2.30%
60+	3.13%	3.17%	+ .04%	3.82%	1.64%
Financial Aid Recipients	12.00%	12.36%	+ .36%	14.57%	7.21%
Enrollment Status					
Full-time	15.95%	16.22%	+ .27%	16.83%	14.80%
Part-time	84.05%	83.78%	- .27%	83.17%	85.20%

The sample is further broken down by college. The results of the study, however, are not reported by college but by total sample only. Differences between sample and population characteristics which exceed ± 2 percent are as follows:

- a. Whites are slightly overrepresented, 3.3 percent, and those in the age category 17-19 are overrepresented 7.3 percent.
- b. Age categories 20-29 and 40-49 are underrepresented, 2.6 percent, and 2.5 percent respectively.

THE PROCEDURE

Questionnaires were mailed to 1011 students selected by the random sampling technique. A prepaid business reply envelope was included. A second mailing was sent to those who did not respond. Table 4 presents the results.

TABLE 4
QUESTIONNAIRE MAILING SUMMARY

	Questionnaires Mailed	Questionnaires Returned	Non- deliverable	Students Reenrolled
SBVC				
First mailing	707	137	55	5
Second mailing	(510)	139	13	
CHC				
First mailing	304	71	12	3
Second mailing	(218)	69	3	
TOTAL	1011	416	83	8

There were 416 useable responses after two mailings. This represents a response rate of 45.22 percent of the 920 students who received questionnaires.

LIMITATIONS OF THE STUDY

This study is the first of its kind undertaken in the San Bernardino Community College District, therefore, there are no similar data upon which to make comparisons. The number of responses received for most of the subgroups was too small to allow meaningful subgroup analysis to be projected from the data. No normalizing for ethnic subgroups was performed.

FINDINGS

Part I - Most Important Reason for Enrolling in the Colleges

Nonreturning students were asked to indicate their most important reason for having enrolled at the colleges. When the items are ranked individually, item number eight, relating to occasional courses of special interest, ranks first (22 percent). When items are grouped according to related purpose the outcome is quite different. Table 5 presents the items as they are ranked individually and Table 6 presents the items as clustered by related purpose.

Some respondents checked more than one reason which causes the total to exceed 100 percent. Due to a typographical oversight, questions five and seven were identical and were, therefore, treated as a single question.

Of those who checked "Other" the most frequently listed reason was "high school credit."

TABLE 5

MOST IMPORTANT REASON FOR ENROLLING IN THE COLLEGES
RANKED BY INDIVIDUAL REASON

Rank	Individual Reason	%
1	Take occasional courses of special interest	22
2	Earn a degree and transfer to a 4-year college	20
3	Earn transfer units but no degree	12
3	Learn skills for improvement in present job	12
5	Learn skills to get new or better job	11
6	Earn a certificate for career training	10
6	Other	10
8	Earn a degree for career training, no transfer	9

TABLE 6

MOST IMPORTANT REASON FOR ENROLLING IN THE COLLEGES
RANKED BY CLUSTERED REASONS

Rank	Clustered Reasons	%
1	Job/Career Related Reasons	42
	Skills for present job (12%)	
	Skills for better job (11%)	
	Certificate for career training (10%)	
	Degree for career training (9%)	
2	Degree/Transfer Related Reasons	32
	Earn degree for transfer (20%)	
	Earn units to transfer but no degree (12%)	
3	General Interest	22
	Take occasional courses of special interest (22%)	
4	Other	10

Part II - Satisfaction With the Colleges

The colleges were rated as excellent or satisfactory by 78 percent of those who responded to this set of questions. Nineteen percent indicated that improvements were needed in one or more areas, and 3 percent had no opinion.

TABLE 7
SATISFACTION WITH THE COLLEGES

Rank		%
1	Satisfactory	47
2	Excellent	31
3	Improvement Needed	19
4	No opinion	3

Those who checked "Improvement Needed" were asked to indicate specific areas for improvement. Rankings are illustrated in Table 8.

TABLE 8
AREAS SUGGESTED FOR IMPROVEMENT

Rank		%
1	Advisement/Counseling	21
2	Full-time Instructors	15
2	Part-time Instructors	15
2	Other	15
5	Facilities/Equipment	12
6	Books/Materials	9
7	Class Schedule	7
8	Catalog	6

Written responses to the "Other" category were quite varied. Some were specific complaints about courses or instructors. Others expanded upon an item selected from the survey. Included in the range of responses were complaints about course cancellations or closures, parking fees, bookstore problems, television classes, and campus safety.

Ninety-one percent of the respondents indicated that they would recommend the colleges to others. Many also indicated that their intentions are to reenroll for further study as conditions permit.

TABLE 9
RECOMMENDATION OF THE COLLEGES

Rank	Recommendation	%
1	Yes	91
2	No	5
3	Not Sure	4

Part III - Reasons for Not Reenrolling

Nonreturning students were asked to check all reasons which influenced their decision not to enroll in the Fall semester, 1984. The single most highly rated item was "Time conflicts with work." Inability to pay the new enrollment fee and buy books and supplies ranked third among individually ranked items.

When individual items are clustered the rankings emerge as illustrated in Table 10

TABLE 10

REASONS FOR NOT ENROLLING,
FALL SEMESTER, 1984

Rank	Clustered Reasons	%
1	Job Related Issues	56
	Got a job (12%)	
	Changed jobs (8%)	
	Time conflicts with work (35%)	
2	Fee/Financial Issues	32
	Did not receive expected financial aid (2%)	
	Could not find a part-time job for support (1%)	
	Could not afford enrollment fee but object to paying it (6%)	
	Could not afford new enrollment fee (9%)	
	Could not afford new enrollment fee and still buy books and supplies (13%)	
3	Class Schedule Issues	31
	Course wanted not offered (12%)	
	Course cancelled (3%)	
	Course filled (4%)	
	Course offered at wrong time (12%)	
4	Personal Issues	30
	Transportation problems (7%)	
	Child-care problems (7%)	
	Health problems (5%)	
	Housing problems (.5%)	
	Family matters (11%)	
5	Other	20
6	Specific Course Interest	19
7	Other Institutions	12
	Transferred to 4-year college (8%)	
	Transferred to another community college (4%)	
8	Moved Out of District	7
9	Dissatisfaction With Instruction	6
9	Changed Educational Objectives	6
11	Problems With Registration	3

Percentages exceed 100 percent because respondents were asked to check as many responses as seemed appropriate.

Most Important Reason for Not Reenrolling

From all the reasons checked which influenced the students' decisions not to reenroll they were asked to identify the one most important reason. The single most important item checked was "Time conflicts with work." When individual items are clustered by related issues they fall into the rankings presented in Table 11.

Responses to the "Other" item covered a wide range of reasons. Several students stated that they were excluded from enrolling in the Fall for various disciplinary reasons. Some were simply tired of school, but suggested that they would return to their studies at a later time. Others mentioned dissatisfaction with instruction or specific instructors. Pregnancies, marriages, family members in the hospital, and other individual personal or family matters interfered with enrollment in college.

Analysis of Subgroup Responses

The generalizations presented here should be interpreted with care. In some cases the small number of responses from a particular subgroup precludes any definitive conclusion.

Part I - Most Important Reason for Enrolling in the Colleges

Financial Aid Recipients

Students were more interested in "Job/Career Issues" than were the respondents as a whole.

Students were less interested in "Occasional Courses of Special Interest."

Ethnic Groups

Minority students indicated that they were more interested in "Job/Career" programs and "Degree/Transfer" programs than respondents

TABLE 11

MOST IMPORTANT REASON FOR NOT ENROLLING,
FALL SEMESTER, 1964

Rank	Clustered Reasons	%
1	Job Related Issues	25
	Got a job (4%)	
	Changed jobs (2%)	
	Time conflicts with work (19%)	
2	Other	13
3	Personal Issues	11
	Transportation problems (1%)	
	Child-care problems (2%)	
	Health problems (3%)	
	Housing problems (.2%)	
	Family matters (5%)	
3	Specific Course Interest	11
5	Fee/Financial Issues	10
	Did not receive expected financial aid (.2%)	
	Could not find a part-time job for support (.4%)	
	Could afford new enrollment fee but object to paying it (2%)	
	Could not afford new enrollment fee (1%)	
	Could not afford new enrollment fee and still buy books and supplies (6%)	
5	Other Institutions	10
	Transferred to 4-year college (8%)	
	Transferred to another community college (2%)	
5	Class Schedule Issues	10
	Course wanted not offered (5%)	
	Course cancelled (1%)	
	Course filled (1%)	
	Course at wrong time (3%)	
8	Moved Out of District	5
9	Dissatisfaction With Instruction	3
10	Changed Educational Objectives	2
11	Problems With Registration	1

in general, and less interested in "Occasional Courses of Special Interest."

White students were less interested in "Job/Career" programs and "Degree/Transfer" programs, but more interested in "Occasional Courses of Special Interest."

Hispanic students were less interested in "Degree/Transfer" programs.

Black students indicated strong interests in "Job/Career" programs and "Degree/Transfer" programs but very little interest in "Occasional Courses of Special Interest."

Asian students suggested strong interests in "Degree/Transfer" programs.

Age Groups

All age groups through age 59 showed strong interest in "Job/Career" programs.

Only the 20-29 group showed greater interest in "Degree/Transfer" programs than respondents as a whole.

Ages 60+ indicated strong interest in "Occasional Courses of Special Interest."

Income Groups

Students whose incomes were reported between \$10-14,000, and \$20-34,000 appear to be less interested in "Degree/Transfer" programs than respondents in general.

Those with incomes of \$35,000+ were more interested in "Degree/Transfer" programs.

Income groups \$10-14,000, and \$30-34,000 indicated high interest in "Job/Career" programs.

Those in the \$25-29,000 group indicated the highest interest in "Occasional Courses of Special Interest."

Units Completed

Students with fewer than 15 units completed indicated the least interest in "Degree/Transfer" programs.

Those with 16+ units completed were more interested in "Degree/Transfer" programs than respondents in general.

Gender

Male students did not differ significantly in their responses from the respondents as a whole.

Female students were slightly less interested in "Job/Career" programs.

Load Status

Full-time students were more interested in "Degree/Transfer" programs.

Part-time students were more interested in "Job/Career" programs.

Part II - Satisfaction With the Colleges

Financial Aid Recipients

Students appear to be somewhat more negative toward the colleges than respondents in general.

Ethnic Groups

A lower percentage of minority students rated the colleges as "Excellent," and a higher percentage of minority students suggested "Improvement Needed." On the other hand, those students were willing to recommend the colleges to others. Minority students suggested improvements in "Facilities and equipment," "Advisement and counseling," and "Quality of full-time instructors."

White students were more apt to rate the colleges as "Excellent."

Age Groups

Younger students tended to rate the colleges as "Satisfactory," and older students (50+) tended to rate the colleges as "Excellent." The age group 40-49 was significantly less satisfied with the colleges than respondents as a whole.

Those in the age group 17-19 were less apt to recommend the colleges to others.

Income Groups

Fewer students in the \$10-14,000 bracket marked the colleges as "Excellent." Those in the \$25-29,000 range exceeded general respondents in their suggestions for improvement.

Those in the \$35,000+ group were less willing to recommend the colleges to others.

Units Completed

Students in the 31-45 units completed group were the most negative.

Those who had completed 60 or more units were least apt to rate the colleges as "Excellent."

Students who had completed 30 or more units were less likely to recommend the colleges than respondents as a whole.

Gender

Male students tended to indicate improvements were needed at a higher rate than did female students.

Load Status

Full-time students were more negative toward the colleges than were part-time students.

Part III - Most Important Reason for Not Reenrolling

The "Job Related Issues" which were rated as the most important reason for not reenrolling by respondents as a whole were also rated as most important by all subgroups except the age groups "17-19," 50 years old and older, and those who had completed 46 or more units. Responses presented below should be considered to be in addition to the "Job Related Issues" as most important.

Financial Aid Recipients

Students were concerned about a number of the "Other" issues listed on page 13 and about "Fee/Financial" issues.

Ethnic Groups

White students checked "Transfer to a 4-year college" more frequently than minority students.

"Fee/Financial" issues were more important to minority students than respondents in general and were rated second by Hispanic students.

Age Groups

The 17-19 age group listed "Personal" issues and specifically "Housing problems" as their most important reason for not reenrolling.

Age group 20-29 was the most likely to list "Transfer to a 4-year College" as most important.

Those in the 50+ category listed "Specific Courses of Interest" and "Class Schedule" issues as their most important reasons.

Income Groups

Only the \$10-14,000 group listed "Fee/Financial" issues as most important. Those in the \$20,000+ groups were not particularly concerned about financial issues.

Units Completed

Students who had completed 31 or more units listed "Transfer to a 4-year College" as most important.

Gender

Male students were more concerned with "Job Related" issues, "Fee/Financial" issues, and "Transfer to a 4-year College" than were female students.

Female students tended to list "Personal" issues as more important to their not reenrolling.

Load Status

Full-time students listed "Transfer to a 4-year College" more frequently than did part-time students.

Part-time students listed "Specific Course Interests" more frequently than did full-time students.

SUMMARY OF SURVEY FINDINGS

Of the 15,240 students who were enrolled at the colleges in the Spring semester, 1984, 9,219 did not return to the colleges in the Fall semester, 1984. This figure excludes those who graduated. A sample of 1,011 students were surveyed in an attempt to discover why they did not continue their studies. Four hundred and sixteen former students responded to the survey--a return rate of 45 percent.

1. The former students enrolled to improve their skills for their present job or to get a better job. Some sought certificates or degrees in areas related to their careers. These job/career-related reasons were ranked as the most important reason for enrolling (42 percent).
2. Degree/Transfer objectives ranked second as the most important reason for enrolling (32 percent).
3. Respondents are generally satisfied with their experiences at the colleges. Seventy-eight percent rated the colleges as excellent or satisfactory and 91 percent indicated that they would recommend the colleges to others.
4. Improvements were suggested in the areas of advisement and counseling and the quality of instruction. Improvements were suggested by 19 percent of the respondents.
5. When students listed their most important reason for not reenrolling those issues related to jobs ranked first. Time conflicts with work was a major problem for 19 percent of the respondents.
6. Those issues related to the new enrollment fee and/or other financial matters were ranked second when students were allowed to list multiple reasons but fell to fifth when the most important reason was cited.

Summaries of the comparative figures on enrollment, population, sample, and respondents are presented in Table 12 and Table 13.

TABLE 12

ENROLLMENT/POPULATION/SAMPLE SUMMARY

	Spring, '84 Enrollment	% of Enrollment	Target Population	% of Population	% Loss	Sample Total	% of Sample	SBVC Total	% of Sample	CHC Total	% of Sample
Total	15,240	100.00	9,214	100.00	60.49	1011	100.00	707	69.93	304	30.07
Gender											
Male	7,480	49.08	4,619	50.10	61.75	518	51.24	376	53.18	142	46.71
Female	7,760	50.92	4,600	49.90	59.28	493	48.76	331	46.82	162	53.29
Ethnicity											
Am. Ind./Alaskan	346	2.27	208	2.26	60.12	22	2.18	15	2.12	7	3.30
Asian	576	3.80	287	3.11	49.57	19	1.88	17	2.40	2	1.66
Black	1,528	10.03	948	10.08	62.04	98	9.69	87	12.31	11	3.62
Hispanic	2,528	16.59	1,477	16.02	58.43	156	15.43	125	17.68	31	10.20
Filipino	90	.59	49	.53	54.44	5	.49	5	.71	0	0
White	9,402	61.69	5,782	62.72	61.50	668	66.07	431	60.96	237	77.96
Other/Unknown	767	5.05	468	5.08	61.02	43	4.25	27	3.82	16	5.26
Age											
17-19	611	4.01	414	4.49	67.76	120	11.87	77	10.89	43	14.14
20-29	7,855	51.54	4,611	50.02	58.70	479	47.38	336	47.52	143	47.04
30-39	3,758	24.66	2,307	25.02	61.39	239	23.64	177	25.04	62	20.73
40-49	1,779	11.67	1,115	12.09	62.68	97	9.59	65	9.19	32	10.16
50-59	781	5.12	484	5.25	61.97	48	4.75	34	4.81	14	4.61
60+	456	2.99	288	3.12	63.16	28	2.77	18	2.55	10	3.29
Units Completed											
0	2,451	16.08	2,201	23.87	89.80	226	22.35	162	22.91	64	21.05
1-15	7,034	46.15	4,527	49.11	64.36	506	50.05	337	47.67	169	55.60
16-30	2,897	19.01	1,248	13.54	43.08	138	13.65	98	13.86	40	13.15
31-45	1,501	9.85	613	6.65	51.04	70	6.92	51	7.21	19	6.25
46-60	804	5.28	341	3.70	42.41	39	3.86	32	4.53	7	2.30
60+	553	3.63	289	3.13	52.26	32	3.17	27	3.82	5	1.64
Financial Aid Recipient	2,192	14.38	1,106	12.00	50.46	125	12.36	103	14.57	22	7.24
Enrollment Status											
Full-time	3,484	22.86	1,470	15.95	42.19	164	16.22	119	16.83	45	14.80
Part-time	11,756	77.14	7,749	84.05	65.92	847	83.78	588	83.17	259	85.20

TABLE 13

SUMMARY OF SURVEY RESPONDENTS

	Number of Respondents	% Rate of Response	% of Sample	% of Respondents
Total	416	45.22	100.00	100.00
Gender				
Male	206	39.77	51.24	49.52
Female	207	41.99	48.76	49.76
Ethnicity				
American Indian/ Alaskan	9	40.91	2.18	2.16
Asian	10	52.63	1.88	2.40
Black	30	30.61	9.69	7.21
Hispanic	50	32.05	15.43	12.02
Filipino	2	40.00	.49	.48
White	297	44.46	66.07	71.39
Other/Unknown	18	41.86	4.25	4.33
Age				
17-19	25	20.83	11.87	6.05
20-29	184	38.41	47.38	44.55
30-39	98	41.00	23.64	23.73
40-49	51	52.58	9.59	12.35
50-59	34	70.83	4.75	8.23
60+	21	75.00	2.77	5.08
Units Completed				
0	47	20.80	22.35	11.41
1-15	208	41.11	50.05	50.49
16-30	75	54.35	13.65	18.20
31-45	70	52.86	6.92	8.98
46-60	27	69.23	3.86	6.55
60+	18	56.25	3.17	4.37
Financial Aid Recipient	67	53.60	12.36	16.22
Enrollment Status				
Full-time	74	45.12	16.22	17.79
Part-time	339	40.02	83.78	81.49

SELECTED COMMENTS AND SUGGESTIONS

The following comments and suggestions were selected from the 197 responses to Part V of the survey. Positive and negative comments from students at both colleges are included. Comments are reproduced exactly as they were written. No attempt at editing or correcting them has been made. All comments which refer to a specific individual were excluded from this report. A complete set of comments from Parts I, II, III and V was delivered to each college president.

System for obtaining a waiver for ASB card too time consuming & irritating. Night classes should be offered at more than 1 time eg 6:00, 6:30 instead of just 5:00. Many full-time working students can't get off work before 5:30 making it impossible to take needed classes. (Chemistry as an example.) Micro Biology should be taught at night!!!!

In general, I feel that the campus grounds could be kept up better and that the business buildings could use a paint job and some cleaning up.

Loved the school. How about a childcare center? Free!

I feel that SBVC has always been outstanding in meeting the varied needs and interests of the students and community which it serves.

Registration took 2 days - about 8 hours. Poor! Instruction was excellent.

SBVC has good teachers in general, but I had a hard time with the TV class tests. I have had good experiences at SBVC but feel frustrated at the new fees. They are a great hardship for me.

I fully support the community college, and have over a number of years since my own college education, taken supplementary courses to my great benefit.

Certificate programs are most important to people bettering their job opportunities.

I failed the last class I took but received much good information. I have trouble taking test. The class I had were graded on tests only. I will return.

It is one thing if the District raises the tuition & receives it and ultimately the student receives the benefit thereof - This is good. It is another when the state requires it and the school nor the student receive the full benefit thereof - continue relinquishing your control & you will continue to loose students.

Very good college. I was 74 years old when I finished school so have no interest in a Job.

Parking should be cheaper and safer.

Evening Students should not have to pay a student body card that they use only for discount at the book store the same price as day students. Most evening students in over 25 age bracket don't go to football games, etc.

I didn't like the parking situation. The potholes in the parking lot were gigantic.

I have attended SBVC off & on for several years. I have been impressed with the excellent courses & instructors (with a few exceptions). An excellent school.

Should allow more input from students and try to keep more in touch with their understanding of issues in college policy that affect the students, not only financially, but academically as well.

Some teachers were intimidating.

Night time instructors fail to notify students of upcoming important events, such as registration.

S.B.V.C. is an excellant school & meets the needs of the community inspite of low support & monies. My son and I both are attaining Step #1 in our career goals there & my hubby takes classes that help in his career. For S.B.V.C. to get any better - they need more monies & community support. For now - you are doing great - I love going there.

I favor the rate increase so as to "weed out" the types of students that are not there for the education but just attending to take up time (yours and mine).

It is a very nice school to attend, well kept, well organized, safe, nice atmosphere, lovely buildings & grounds.

I thoroughly enjoyed Crafton Hills College, both the teachers & the school itself. I found it a relaxed atmosphere and the teachers very helpful.

I feel the level of instruction does not challenge the students. Sometimes I feel that this college is in someways a glorified High School.

District needs a program to support returning women.

The instructor was enjoyable and informative. Was wondering - why a parking fee?

Terrible book-store hours for those who work.

Crafton Hills needs to offer more classes.

Paying for enrollment fee, books & parking was too costly.

I found the instructional area of the college unfaultable. I just chose a community college with a wider variety of courses.

I was very satisfied with the course I was enrolled in last spring. When I have time I'll probably take some others.

Cool school!

I enjoyed the College & Crafton. Most of the instructors were great. I have nothing bad to say. I learned & grew thanks to Valley & Crafton.
"Thank You"

APPENDIX

SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

631 south mt vernon avenue • san bernardino, ca • 92403 • ph. (714) 885-0231



November 14, 1984

Dear Former Student:

The faculty and staff of Crafton Hills College and San Bernardino Valley College are genuinely interested in our students and want to learn more about how students and the community view the colleges.

This is a survey of students who were enrolled at the colleges last spring but did not enroll this fall. As a cost-saving measure, we have selected a purely random sampling of those Spring Semester, 1984, students to be surveyed. You are being asked to participate.

Your response is very important to the success of the survey. Please answer the questions on the accompanying survey and return the completed questionnaire without delay to the Office of Planning and Research.

We ask you to participate in the survey with the understanding that your response will be kept strictly confidential by this office. Only a statistical report of the findings will be prepared and distributed. No names will be used.

We hope to make the findings available by mid-December, so we are asking for your response by December 7, 1984. A prepaid, addressed envelope is enclosed for your convenience.

Thanks for your help.

Norman D. Smith

Norman D. Smith, Director
Planning and Research
San Bernardino Community College District
(714) 885-0231, (714) 825-3103, ext. 284

SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

631 south mt vernon avenue • san bernardino, ca • 92403 • ph.(714)885-0231



January 2, 1985

Dear Former Student:

In November we mailed a survey form to you asking for some information which will help us to respond to our student's needs. Our records indicate that you did not return the form.

The previous mailing was near the Christmas season, and the busy activities of that time may have caused you to overlook the survey. May I urge you to respond at this time. It is important to us to obtain a sufficient return to make the study statistically significant.

This is a survey of students who were enrolled at the colleges last spring but did not enroll this fall. As a cost-saving measure, we have selected a purely random sampling of those Spring Semester, 1984, students to be surveyed. You are being asked to participate.

Your response is very important to the success of the survey. Please answer the questions on the accompanying survey and return the completed questionnaire without delay to the Office of Planning and Research.

We ask you to participate in the survey with the understanding that your response will be kept strictly confidential by this office. Only a statistical report of the findings will be prepared and distributed. No names will be used.

We hope to complete the study by mid-January, so we are asking for your response by January 18, 1984. A prepaid, addressed envelope is enclosed for your convenience.

Thanks for your help.

Norman D. Smith

Norman D. Smith, Director
Planning and Research
San Bernardino Community College District
(714) 885-0231, (714) 825-3103, Ext. 292/293

NDS:jm
Enclosure

SURVEY OF NONRETURNING STUDENTS - SPRING 1984

Part I - PLEASE CHECK YOUR ONE MOST IMPORTANT REASON FOR ENROLLING AT THE COLLEGE LAST SPRING.

- 22 1. Complete an Associate Degree and transfer to a 4-year college
- 49 2. Earn Credits which are transferable to a 4-year college but not earn an Associate Degree
- 38 3. Earn an Associate Degree for career training but not transfer to a 4-year college
- 41 4. Earn a certificate for career training
- 29 5. Take some course(s) [but not to earn a certificate or degree] which will help in getting a better job
- 51 6. Take some course(s) [but not to earn a certificate or degree] which will improve my skills and knowledge for my present job
- 12 7. Take some course(s) [but not to earn a certificate or degree] which will help in getting a better job
- 91 8. Occasionally to take some courses in which I am interested, but not for any other reason
- 42 9. Other (please specify) _____

Part II.A - PLEASE INDICATE YOUR SATISFACTION WITH THE COLLEGE LAST SPRING.

- | | |
|-----------------------------|----------------------------------|
| <u>127</u> 10. Excellent | <u>20</u> 12. Improvement needed |
| <u>193</u> 11. Satisfactory | <u>13</u> 13. No opinion |
- If you selected "improvement needed," please identify in what area(s).
- 10 14. Use of catalog, course descriptions, etc.
 - 36 15. Student advisement and counseling
 - 12 16. Use of class schedule
 - 26 19. Quality of full-time instructors
 - 21 17. Facilities/Equipment
 - 26 20. Quality of part-time instructors
 - 16 18. Textbooks/Class materials
 - 26 21. Other (please specify) _____

B - WOULD YOU RECOMMEND THE COLLEGE TO OTHERS?

- 362 22. Yes
- 17 23. No
- 21 24. Not sure (please specify)

Part III - PLEASE INDICATE YOUR REASON(S) FOR NOT ENROLLING THIS SEMESTER.

A - From the following list, please check all reasons why you did not enroll this Fall Semester.

- 80 25. Was only interested in those courses for which I enrolled last spring
- 22 26. Moved out of the District
- 51 27. Got a job
- 34 28. Changed jobs
- 147 29. Time conflicts with work

- 28 30. Transportation problems
28 31. Child-care problems
28 32. Health problems
2 33. Housing problems
45 34. Family matters
34 35. Transferred to a 4-year college
17 36. Transferred to another community college
9 37. Did not receive expected financial aid from the college
6 38. Could not find a part-time job for support
50 39. Course(s) I wanted was not offered
12 40. Course(s) I wanted was canceled
16 41. Course(s) I wanted was filled
52 42. Course(s) I wanted was at wrong time(s)
14 43. Problems during registration
26 44. Could afford new enrollment fee but object to paying it
39 45. Could not afford new enrollment fee
52 46. Could not afford new enrollment fee and will buy books, supplies, etc.
26 47. Dissatisfied with instruction
26 48. Changed educational objectives
82 49. Other (please specify) _____

B - The reasons listed in Part III.A have numbers assigned to them. Please list the number in the space below for the one most important reason you did not continue your enrollment this Fall Semester.

#29
147 50.

Part IV - IN ORDER THAT WE CAN BETTER UNDERSTAND THE TYPE OF STUDENT THE DISTRICT SERVES, PLEASE CHECK THE ANNUAL GROSS INCOME RANGE OF YOUR FAMILY UNIT AND YOUR SEX.

- | | |
|-----------------------------------|-----------------------------------|
| <u>78</u> 51. under \$10,000 | <u>36</u> 55. \$25,000 - \$29,000 |
| <u>41</u> 52. \$10,000 - \$14,000 | <u>39</u> 56. \$30,000 - \$34,000 |
| <u>42</u> 53. \$15,000 - \$19,000 | <u>85</u> 57. \$35,000 + |
| <u>86</u> 54. \$20,000 - \$24,000 | 58. Male 59. Female |

Part V - YOUR COMMENTS AND SUGGESTIONS ABOUT THE COLLEGE

THANKS FOR RESPONDING TO THIS SURVEY BY DECEMBER 7. PLEASE USE THE PREPAID, ADDRESSED ENVELOPE TO RETURN YOUR COMPLETED QUESTIONNAIRE.